

## Cluster 8B- Gala d'Upcycling

### Upcycling Gala

## Lesson 3

Grade: 8 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objective:</b>	<b>Assessments:</b>
<i>Written Production</i> <ul style="list-style-type: none"><li>- name, label, list, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message, that is comprehensible and accurate</li></ul> <i>Language</i> <ul style="list-style-type: none"><li>- use, with some consistency, in oral and written form expressions with <i>avoir</i></li></ul>	Students will be able to describe themselves.  Students will be able to identify personal descriptors.	Formative Assessment: Assess completion of 8B-13 for the use of expressions with ' <i>avoir</i> .'

### Preparation required:

- Print off resource 8B-12 (1 for every student)
- Print off resource 8B-13 (1 for every student)
- Print off resource 8B-14 (1 for every student)

### Introduction (5 minutes):

Hook/Attention grabber: Who knows their friends well? – *Qui connait ses amis très bien?* Have a couple of students take the time to try and describe their friends to you. This can be done in either French or English depending on the level of the students.

Today we will be learning different ways to describe other people and will then finish by creating a new persona for ourselves.

### Pre-task (30 minutes):

Hand out resource 8B-12. Students will need to try to associate a peer with every characteristic statement that is listed on the resource. This task can be completed in two ways: 1) students read through the statements and choose a peer that fits the statement, or 2) they may go around and ask

their peers what statements they feel describe them best. This will be up to the teacher's discretion; however, the latter option will allow for the development of more communication skills in French.

Hand out resource 8B-13. Students will use the statements on resource 8B-12, to write five sentences to describe themselves. The students will not write their name on the description as they will be posted in the classroom for a gallery walk. After all descriptions have been completed, post them around the classroom. The class will then go around the room reading each description and trying to guess which description describes which student. As a class, gather together to try and guess who matches which description.

**Task (20 minutes)**

Hand out resource 8B-14. Students will create a persona that they will adopt while they are at the upcycling gala. The students can be as creative as they want. Have the students think of the personalities of their favourite celebrities (they usually are much more eccentric). Students can use resource 8B-12 in the completion of the task.

**Post-task (5 minutes):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task. The post-task for this lesson might address the following:

- Issues that come from sentences with *avoir*. You can go over the use of *avoir* and the conjugation of verbs in the present tense.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, provide sentence starters for resource 8B-13. Example sentence starter: *Je suis (trait physique/caractéristique). J'aime (activité). J'ai (trait physique).*
- To accommodate this lesson for a higher level, have the students provide their reasoning for their choices for the gallery walk in French.